Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	2015 AUG 20 AM 10: 49 RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
El Paso Independent School District	071-902	College Career Technology Academy	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	19	TX-016	079841979

Mailing address		City	State	ZIP Code
6531 Boeing Drive		El Paso	TX	79925

Primary Contact

First name	M.I.	Last name	Title
Marielo		Morales	Area I Superintendent
Telephone #	Email address		FAX #
(915) 230-2217	mamorale@episd.org		

Secondary Contact

First name	M.I.	Last name	Title
Karen	E	Taylor	Discretionary Grants Manager
Telephone #	Email address		FAX #
915-230-2346	ketaylor@episd.org		915-230-3097

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Juan	E.	Cabrera	Superintendent
Telephone #	Email address		FAX #
915-230-2581	superintendent@episd.org		915-230-0575

Signature (blue ink preferred)

Date signed

8/19/2015

Only the legally responsible party may sign this application.

701-15-107-025

Schedule #1—General Information (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE NOTE		☐
9	Supplies and Materials (6300) – SEE NOTE		☐
10	Other Operating Costs (6400) – SEE NOTE		☐
11	Capital Outlay (6600/15XX) – SEE NOTE		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
	No fiscal-related attachments are required for this grant.	

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
	No program-related attachments are required for this grant.	

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	     ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

across classrooms.

      iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. | The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   - (B) High-quality professional development for all staff;
   - (C) A child-to-instructional staff ratio of no more than 10 to 1;
   - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   - (E) A full-day program;
   - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   - (J) Program evaluation to ensure continuous improvement;
   - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   - (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	   (A) Screen all existing staff and rehire no more than 50 percent; and
	   (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
	
	5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-15-107; SAS #191-16   Page 9 of 66
2015–2020 Texas Title I Priority Schools, Cycle 4

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	   (A) School leadership
	   (B) Teaching and learning in at least one full academic content area
	   (C) Non-academic supports for students
	   (D) Family and community engagement

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #5—Program Executive Summary

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Brief overview of Program to deliver:

College Career Technology Academy is a high school that serves the needs of all students in the El Paso County. CCTA was created by merging Sunset High School and School Age Parent Center in the fall of 2014. It is a commuter school serving the following populations: pregnant students, adult learners, General Educational Development (GED) program, Dual credit program, High School diplomacy, 98 K students and CTE certification opportunities. CCTA operates Two campus sites – on at the 2851 Grant Street site and at the local Westside mall named Sunland Park Academy at Sunland Mall. Our goal at CCTA is to make learning accessible to all students, opportunities for growth in the development of parenthood, opportunities to gain college credit, and certifications/trades in partnership with Center for Career and Technology Education (CCTE). In addition to gaining a GED. We offer flexible scheduling and programs: day and night school. We offer all online courses at both our CCTA campus on Grant street and our Sunland Academy school at Sunland Mall. Our focus at CCTA is to develop a program of high rigor, collaboration with business and college partners, and to enhance our students with the 21st century skills needed to be successful and productive community members. Our students face obstacles such as pregnancy, homelessness, daycare issues, conflicting work schedules, family concerns, and also students who are not on cohort. We utilize our staff and our programs to develop Individual Educational Plans (IEP) for all our students. We not only serve the needs of our own students, but with the success of our night school program and the development our weekend program we are a great resource for all our high schools in our district.

Vision: CCTA is a school that offers options, opportunities for flexible scheduling to meet the needs of all the diverse student populations in El Paso County. WE are changing the world one student at a time with a IEP type program that is created and delivered by a multitude of professional educators, social workers, and administrators who care and successfully transition students from beginning to end. We are committed to ensure that we empower our students with all the skills needed to become productive citizens with 21st century skills. Our school not only serves the needs of our own, but also serves students who need credit recovery assistance and return to their home campus to graduate with their cohort. Our vision is also to develop relationships with our colleges, business partners, and community liaisons to provide a well rounded program that will conquer any obstacle that our students face.

Our plan is to deliver the following program to meet the needs of our students.

Flexible Schedule/Accessibility

1. Create a flexible schedule to meet the needs of all our diverse population: School would have a 0 period to offer classes at 7:30-8:30 a.m, lunch classes, and classes from 3:45-8:00 p.m. This will allow for the urgency that many of our student need with accessibility to a learning environment that meet their needs

2. Saturday School at both campuses would allow us to open school at 8:00 a.m. to 3:00 p.m. with lunch provided. Students will have the opportunity to come for tutorial services and also for scheduled classes so that if M-F schedule can't work for them, they can come to weekend school. Buses would also be provided for them. .

3. Mobile Learning with a Van that houses laptops and internet accessibility would be utilized to provide services to our students from Northeast and West side communities.

College accessibility / partnership

All our students/ and district students will have opportunities to gain college credit both in face to face and long distant learning/ mobility learning.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Urgency for transformation and results we are looking for in this transformation.
1. We serve a very large diverse group of learners with different needs.
2. Students are significantly at risk for not graduating HS due to their circumstances: pregnancy, adult parents, work, and homelessness.
3. Accessibility to learning is a high priority for our school.
4. Flexible scheduling and allowance to enhance our programs to weekends, long distance learning, and mobile education would only allow us to bring the curriculum, the differentiation, high rigor, technology aptitude, and a no excuse attitude of becoming a high school or GED graduate to all students
5. The students we will successfully serve through our programs will graduate, will become gainfully employed, will have the skills needed to successfully complete a 2yr associates college degree or continue with a 4 year college degree and become more marketable as candidates for employment.
6. Student will leave CCTA with 21st century skills, Technological aptitudes, Ability to Collaborate, Blended Learning skills, and will become successful productive stakeholders in our community.
7. The priority of our school is to reach out to any adult student in El Paso County who has yet to graduate and develop a IEP plan that will allow this person to complete his/her high school diploma/GED. Make them have career readty and prepared for the workforce.
8. Through the utilization of billboards, radio, newspaper, orientations, flyers, alpha team, community liaison and partnerships, we will reach out and recruit these young adults to enhance their lives, their children's lives, and the community around them because research shows that with a diploma, enhanced technological skills, college preparation, and community connections, our students will have economic stability and opportunities beyond what they had prior to attending CCTA.

High Expectations
1. We will recruit adult learners in El Paso County who lack a high school diploma.
2. We will provide services for any student who dropped out of school and/or are in need of TAKS remidicaiton to pass the TAKS to be complete graduates.
3. We will provide services for any teen mothers and allow them to either stay at their home campus or come to CCTA with Pregnancy Related Services (PRS) services provided and Compensatory Education Home Instruction (CEHI) services provide so that they do not fall behind in their education.
4. We will provide dual credit courses for CCTA students and all district students during our night school program that will give them college credit.
5. We will have technological opportunities for our student to utilize, learn, and become experts in their development.
6. We will offer differentiation in our curriculum from Blended learning, to Project Based Learning, College Preparation, and High Rigor that will show improvement in local and state testing.
7. We will grow in our population and we will show higher graduation rates each year of this grant.
8. We will provide character education / Positive Behavioral Interventions and Support (PBIS) learning so that our students will have the tools to face any diversity or challenges that come their way.

Existing Capacity and Resources:
1. At this time our school has 6 running technology labs that can be utilized for Odyssey classes which are oneline courses, long distance learning, tutoring, dual credit learning and credit recovery. With this grant we can expand our labs to meet the needs of our student population by offering classes with flexible scheduling.
2. We can enhance the accessibility of internet by being able to purchase technology for students: ie tablets /laptops for CEHI students and with internet router accessibility.
3. Creating a mobile technological/ tutorial van that can reach students after school hours/ weekends (since we are a commuter school) can assist students with homework, college applications, projects that require internet accessibility.

We have a school classroom inside Sunland Park Mall . We have 2 labs to offer original / credit recovery. This grant can allow us to open our school during the weekend so that our students have more scheduling flexibilities.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$1,473,919	$62,973	$0	$1,483,087	$63,344	$1,509,870	$63,344	$1,537,192	$63,344	$1,565,058	$63,344	**$7,885,475**
#8-Professional and Contracted Services	6200	$155,668	$0	$0	$183,000	$0	$183,000	$0	$183,000	$0	$183,000	$0	**$887,668**
#9-Supplies and Materials	6300	$212,903	$0	$0	$176,032	$0	$149,249	$0	$121,927	$0	$94,061	$0	**$754,172**
#10-Other Operating Costs	6400	$58,248	$0	$0	$58,248	$0	$58,248	$0	$58,248	$0	$58,248	$0	**$291,240**
#11-Capital Outlay	6600/ 15XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Consolidate Administrative Funds	☐ Yes ☐ No												
1.848% indirect costs (see note):		N/A	$36,289	N/A	N/A	$36,289	N/A	$36,289	N/A	$36,289	N/A	$36,289	$181,445
Grand total of budgeted costs (add all entries in each column):		$1,900,738	$99,262	$0	$1,900,367	$99,633	$1,900,367	$99,633	$1,900,367	$99,633	$1,900,367	$99,633	$10,000,000

Administrative Cost Calculation

Enter the total grant amount requested:	$10,000,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$500,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.
NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher	14	0	$689,259	$0	$703,044	$717,105	$731,447	$746,076	$3,586,931
2	Educational aide/para	2	0	$36,977	$0	$37,716	$38,470	$39,240	$40,025	$192,428
3	Tutor			$	$0	$	$	$	$	$
Program Management and Administration										
4	Assistant Principal	1	0	$80,042	$0	$81,643	$83,276	$84,942	$86,640	$416,543
5	DCSI/Project Director	1	0	$50,850	$0	$51,867	$51,867	$51,867	$51,867	$258,318
6	Campus College/Career Coordinator	1	0	$75,918	$0	$77,436	$78,985	$80,565	$82,176	$395,808
Auxiliary										
7	(2) clerks	2	0	$64,744	$0	$66,039	$67,360	$68,707	$70,081	$336,931
8	Secretary	1	0	$58,299	$0	$59,465	$60,654	$61,867	$63,105	$303,390
9	Title			$	$0	$	$	$	$	$
Other Employee Positions										
10	Master Social Worker	1	0	$58,208	$0	$59,372	$60,559	$61,771	$63,006	$302,916
11	AVID COORDINATOR	1	0	$75,918	$0	$77,436	$78,985	$80,565	$82,176	$395,080
12				$	$0	$	$	$	$	$
13	Subtotal employee costs:			$	$0	$	$	$	$	$
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$	$0	$	$	$	$	$
15	6119 Professional staff extra-duty pay			$39,200	$0	$39,984	$40,784	$41,599	$42,431	$203,998
16	6121 Support staff extra-duty pay			$	$0	$	$	$	$	$
17	6140 Employee benefits			$307,477	$0	$292,429	$295,169	$297,966	$300,819	$1,493,860
18	61XX Tuition remission (IHEs only)			$	$0	$	$	$	$	$
19	Subtotal substitute, extra-duty, benefits costs			$307,477	$0	$292,429	$295,169	$297,966	$300,819	$1,493,860
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$1,536,892	$0	$1,546,431	$1,573,214	$1,600,536	$1,628,402	$7,885,475

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 071-902   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose: New satellite school at local mall	$24,000	$0	$24,000	$24,000	$24,000	$24,000	$120,000
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$24,000	$0	$24,000	$24,000	$24,000	$24,000	$120,000

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Consultants fees to provide stakeholder training on grant-related instructional programs (such as Behavior modification, PLC, Reading program service; AVID- College Preparation, etc.)	☐	$50,000	$0	$64,000	$64,000	$64,000	$64,000	$306,000
2	3rd party evaluator to evaluate program effectiveness	☐	$60,000	$0	$60,000	$60,000	$60,000	$60,000	$300,000
3		☐	$	$	$	$	$	$	$
4		☐	$	$	$	$	$	$	$
5		☐	$	$	$	$	$	$	$
6		☐	$	$	$	$	$	$	$
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$110,000	$0	$124,000	$124,000	$124,000	$124,000	$606,000
a.	Subtotal of professional and contracted services requiring specific approval:		$24,000	$0	$24,000	$24,000	$24,000	$24,000	$120,000
b.	Subtotal of professional services, contracted services, or subgrants:		$110,000	$0	$124,000	$124,000	$124,000	$124,000	$606,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$21,668	$0	$35,000	$35,000	$35,000	$35,000	$161,668
	(Sum of lines a, b, and c) Grand total		$155,668	$ 0	$183,000	$183,000	$183,000	$183,000	$887,668

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 071-902   Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Laptops/ mac books	Instructional /academic/ admin	94	$739.84	$193,903	$0	$71,996	$0	$0	$0	$265,899
	2	Computers	Instruction/ academic/ admin	130	$503.00							
	3	Tablets	Instructional /academic/ admin	89	$569.00							
	4	Printers/ copiers	Instruction/ academic	197	$362.31							
	5	TVs/ Cameras	Instruction/ academic	29	$308.55							
6399		Technology software—Not capitalized				$9,000	$0	$500	$500	$500	$500	$11,000
6399		Supplies and materials associated with advisory council or committee				$0	$0	$0	$0	$0	$0	$0
		Subtotal supplies and materials requiring specific approval				$193,903	$0	$71,996	$0	$0	$0	$265,899
		Remaining 6300—Supplies and materials that do not require specific approval:				$10,000	$0	$103,536	$148,749	$121,427	$93,561	$477,273
		Grand total:				$212,903	$0	$176,032	$149,249	$121,927	$94,061	$754,172

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 071-902		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
					Amendment number (for amendments only):			
	Expense Item Description							
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$0	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$58,248	$0	$58,248	$58,248	$58,248	$58,248	$291,240
	Grand total:	$58,248	$0	$58,248	$58,248	$58,248	$58,248	$291,240

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 071-902   Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$	$0	$	$	$	$	$
66XX/15XX—Technology hardware, capitalized										
2			$	$	$0	$	$	$	$	$
3			$	$	$0	$	$	$	$	$
4			$	$	$0	$	$	$	$	$
5			$	$	$0	$	$	$	$	$
6			$	$	$0	$	$	$	$	$
7			$	$	$0	$	$	$	$	$
8			$	$	$0	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9			$	$	$0	$	$	$	$	$
10			$	$	$0	$	$	$	$	$
11			$	$	$0	$	$	$	$	$
12			$	$	$0	$	$	$	$	$
13			$	$	$0	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14			$	$	$0	$	$	$	$	$
15			$	$	$0	$	$	$	$	$
16			$	$	$0	$	$	$	$	$
17			$	$	$0	$	$	$	$	$
18			$	$	$0	$	$	$	$	$
19			$	$	$0	$	$	$	$	$
20			$	$	$0	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			$	$	$	$	$	$	$	$
	Grand total:			$0	$0	$0	$0	$0	$0	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date: _____
Via telephone/fax/email (circle as appropriate)	By TEA staff person: _____

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 071-902		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment (*)	79		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	3	3.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	72	91.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	4	5.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	74	93.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	22	27.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	DNA	DNA %	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	DNA		
Disciplinary placements in In-School Suspension	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	DNA		2014-2015 PEIMS report #425; code #C164
Attendance rate		82.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		11.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		47.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA %	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	DNA	DNA %	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

(*) all data is for School-age Parent Center; students at Raymond Telles are reported in their home campus

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

College and Career Technology Academy was created by merging Sunset High School and School Age Parent Center in the fall of 2014. The following is the demographics of our student population from the merger.

Group 1: Diploma Student 16-26yrs old: In danger of dropping out. • 2nd year 9th graders • At Risk Pop: SPED, ESL, 504, Parent, Homeless, Working Students • Students who want to be in a smaller environment. • Students who can graduate with minimum credits needed

Group 2: Student 18-26 (dropped and returning): Dropped high school and want to return to graduate • Dropped high school and only need TAKS to graduate. • Students who are not wanting a traditional school setting or population

Group 3: GED: Students 16-21 • Student who is Court ordered • Students who were 17 and younger going GED must only have 8.5 credits or less as per policy • Students were pre-tested for GED to determine success and acceptance into program • Students With special accommodations / 504, sped

Group 4: Pregnant & Parenting Teen Mothers: Middle School- 12 graders

Group 5: District wide students: Night school allows our students and those at all high schools in our district and county to enhance their education by recovering classes or by advancing & getting ahead with classes offered at our campus. In addition, we will be offering dual credit classes that will give students college credit.

Trends / Data Student Population: We have a high mobility rate. • Adult learners who have issues with returning to school to complete their education due to lack of scheduling flexibility. • Attendance issues addressing needs for social worker intervention and day care services in which CCTA offers to all students. • Teen Pregnancy. We offer PRS (Pregnancy Related Services) and CEHI (Compensatory Education Home Instruction) services to all district girls who are pregnant, miscarried, and/or have lost a child. • Since we offer credit recovery to all schools, many of our student population come and go depending on classes offered at CCTA: Example CCTA offers trailer classes every semester. This means that students who fail spring classes at their home campuses can recover those in the fall at CCTA since no other high school offers those in the fall. • The fluctuation of our attendance is dependent on the needs of the schools we support and in addition those who have dropped out of school and most recently with the increase of military families in our area, we do get many spouses returning to school. • If we look at data from the PRS students we served at CCTA, we had approximately 190 girls districtwide who were served by our school with PRS and CEHI programs. • Many of these students decided to attend CCTA due to the flexibility of scheduling, opportunity for their child to be at a daycare housed at CCTA, and specialized classes that address parenting issues. Approximately 80 -95 girls dropped their home school to attend CCTA because of the services we offer • This year CCTA graduated approximately 100 students with a highschool/ GED diploma • With our partnership with Simon Youth Foundation, we were able to offer a student who attended our Sunland Academy a 5,000 scholarship for college • Buses are provided to transfer students from every area of EPISD to attend our schools during the day. Our night school program enrolls approximately 253 students both at CCTA and the Sunland Park location. These students are from all our area high schools and private schools who pay tuition.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	61.5		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	42.6	69.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	13.1	21.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	4	6.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	1.8	2.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1.4	2.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	27	43.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	13.1	21.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.0	2.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	8.0	18.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	8.1	19.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	15.7	36.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	9.6	22.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	44,147		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45,776		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	47,423		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	51,922		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	58,690		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	DNA	DNA %	2014-2015 Public Education Information Management System (PEIMS)
Staff with Bachelor's degree as highest level attained	DNA	DNA %	2014-2015 Public Education Information Management System (PEIMS)
Staff with Master's degree as highest level attained	DNA	DNA %	2014-2015 Public Education Information Management System (PEIMS)
Staff with Doctoral degree as highest level attained	DNA	DNA %	2014-2015 Public Education Information Management System (PEIMS)

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

College and Career Technology Academy has the following teacher/ faculty demographics:
- Approximately 60 faculty members which include teachers, administration, counselors, social workers, at risk coordinators, intake administration, clerical, campus patrol and custodial/cafeteria personnel.

Break Down:
- 3 Administrators (Principal , 2 Assistant Principal)
- 1 Intake Administrator
- 4 Counselors
- 2 At- Risk Coordinators
- 1 Master Social Worker
- 1 Special Ed. Coach
- 2 Campus Patrol
- 3 Custodial Staff
- 3 cafeteria Staff
- 1 Testing coordinator
- 1 Librarian
- 1 Nurse
- 4 CEHI teachers
- 2 PRS specialist

Degreed:
- All teachers are Highly Qualified
- Several of our teachers have Masters and some are currently enrolled in Master Programs

PRS staff and CEHI staff:
- 2 PRS specialist work with all EPISD school district students who are pregnant to offer services with daycare, Supplemental Nutrition Assistance Program (SNAP) assistance, the Women, Infants, and Children (WIC) assistance, and any other pertinent assistance related to student's pregnancy that could possibly hinder them from being successful at school.
- 4 CEHI teachers who work in collaboration with every high school to provide home instruction while student is at home with newly born baby or after miscarriage/stillborn

Special Population Instructors:
- 2 special education teachers
- 1 ESL certified teachers
- These teachers serve both students at CCTA and CEHI students for home instruction for entire district

Turn around at CCTA is rare. Many of our teachers have worked at the school for over 10 years. Our teachers volunteer to work night school and Saturday school. Our teachers are trained to work with middle school curriculum, high school curriculum, and adult /GED curriculum. They are dedicated, focused on achieving our goal to graduate as many adult learners.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									1	36	50	81	124	292

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									4	12	14	15	17	62

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goals:
Increase Academic Performance: :Data driven instruction, Curriculum alignment (horizontal & vertical), Ongoing Monitoring of instructionCollege Readiness preparation:college readiness skills, study skills, technological skills, 21st century skills and creating dual credit classes for students.AP classes available to all students through Odysseyware: Available at both campus at CCTA.Increase graduation rates / GED by providing classes with flexible schedules so student may attend, providing programs such as AVID that will teach the skills needed to successfully transition into college. Students will also have the availability to take dual credit classes and graduate with college credits.
Increase the Use of Quality Data to drive instruction:: Data disaggregation/training   • Data driven decisions   • Ongoing communication
Increase Leadership Effectiveness:: Ongoing job embedded professional development   • Operational flexibility   • resource / data utilization
    • Added administration position • Project management position
Increase Learning Time: Flexible scheduling   • Instructionally focused calendar   • Staff collaborative planning   • PLC, Weekend Instruction opportunities   • Mobile Learning   • SAT/ACT/TSI prep class opportunities ,Tutorial times before school, lunch, after school, weekend
Increase Parent/ Community Involvement: increase opportunities for stakeholder input   • effective communication
    • Accessible community services   • Open School for Community needing help learning English/computer skills
Improve School Climate: Increase attendance Utilizing staff such as Master social workers, AVID instructor, and Focus on families, PBIS, to work with obstacles that may hinder our students from returning to school or continuing their education. • Reduce attendance issues by creating a systematic approach in reviewing attendance, assessing the needs and providing the resources and staff. • Character/ Social skills and 21st century skills to enhance the marketability our students as they enter the workforce. • Decrease Discipline Referrals (PBIS). • Increase involvement/ co-curricular activities: Time to Talk, Teens in the Driver Seat , Implementation of Leadership group, Focus on Families. • Parent/community participation .Developing stronger communication and transparency with faculty and staff. •   Implementing highly qualified PLC delivery on campus. • Reduce Truancy. • Team building staff development. • Peer Assistance Leadership Program established to enhance the leadership skills of all students.
Increase Teacher Quality: Locally developed appraisal instruments   • Ongoing job embedded professional development Online Staff training opportunities • Recruitment/Retention strategies
Interventions: Systematic programs to transition students from Home school, drop out to graduation.RTI, AVID Prgm, focus on family, RTI, Social Programs, PRS/CEHi, dual credit, flex scheduling, satellite/mobile sites.Focus on Families
Team Members : Area Superintendent, Administration, teachers, Intake, social wrks, counselors, at risk, alpha
Frequency & Timeline of planning meetings: Planning /central office Planning and Meetings with Administration weeklySMART goals developed from August 2015-January of 2016 to prepare all necessary documentation for grant Develop a 90 day action strategy plan to describe the major activity,milestone, Desired Evidence of Implementation, Actions for Implementation, Person Accountable, and Timeline, Reflection time.
Key Activities/strategies used to facilitate decision making: Reviewing data from both schools prior to merging Reviewing data from 1st year of CCTA Attendance review teams to review issues, Loss of credits, and obstacles that hinder students from coming to school.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students are significantly at risk for not graduating hs, over age, serve students who are teen parents they have family and workplace oblicgations

We want to focus on career readingess, to focus on worforce development, would like to provide students with opportunity to earn college credits

School needs training on PLC, incorporate instructional technology

Attendance rate is extremely low and want to reduce the drop out rate

Flexible scheduling and accelerated schedule
Satellite sites
Quarter system
Weekend progrming
And mobile education

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The input for the model selection was chosen by district personnel. School staff was privy to information at a later time after the model was selected. Therefore input from stakeholders is unavailable at this time.

Moving forward in the planning process of this grant, CCTA will create committees that will include all stakeholders in the planning and decision making process in regards to this grant.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Role/Function not defined in guidelines; will follow guidelines once established/defined. Will also serve as Project Manager responsible of all requirements, oversight, and operation of the grant	DCSI Qualifcation, etc. not defined in guidelines; will follow guidelines once established/ defined. Project Manager - Bachelors degree, organizational skills, communications skills, techonology and data entry and computer technology, budgeting and minimal supervision to implement accountability for grant purposes
2.	Assistant Principal	Assists the school principal in overall administration of instructional programs and campus level operations.	Masters in education, experience with alternative / adult learners, attendance, drop out recovery truancy
3.	Master Social Worker	Attendance recovery , leavers, drop outs and help the transitioning of students	Masters in Social work , 2 years experience, LSW,
4.	Principal Secretary	Ensure efficient operation of school administration for administrative staff, assist in the timeline,frameworks, and milestones for principal to be accountable in grant timelines	High school diploma, passing district clerical tests, proficient typing, work processing and file maintenance skills, spreadsheets, excel, powerpoint, effective communication and interpersonal skills, ability to use various office machines, knowledge of basic accounting principles, ability to meet established deadlines
5.	Clerks (2)	Assists department staff members by answering telephone typing filing, processing reports, ged hours, attendance issues, working with registration and assisting grant initiatives	High school diploma, passing scores on clerical tests, strong organziation, communication, public relations and interpersonal skills, computer and software application knowledge
6.	Educational Aides (2)	Assists the teacher in meeting goals and objectives of the curriculum program.	High school diploma or GED certificate; minimum of 48 credit hours from an accredited institution of higher education or passing scores on the ParaPro Assessment
7.	Teachers to include the avid (12)	Provide students with appropriate learning activities and experiences in core academic subjects to increase student access and success in rigorous academic programs and college. Ensure the implementation of the Advancement via Individual Determination (AVID) program components and methodologies. Teachers to implement the 4 x4 flexible scheduling	Bachelor's Degree Valid Texas Teacher Certification
8.	AVID Coordinator	Assist in the coordination, plannings, assessment, and execution of the AVID Program: Classes, schedule, curriculum	Bachelors degree; teaching certificate, AVID certificate and training; high school experince
9.	Campus College Career Coordinato	Work with all College/Career projects (i.e. running the Go Center, helping students apply for Texas, FAFSA, grants, and College/Career fairs).	Bachelors degree; teaching certificate

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.		N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For CCTA to build a best succession management system, it is necessary to adopt a structured process. A formal proactive process is the hallmark of a high impact reform program.

- Priority positions are identified
- talent identified and developed
- accountabilities clearly stated
- Leadership competencies defined
- policies prepared, record maintained
- measures used for continuous improvement established

Step 1: ALIGNMENT: Focus on both current and future needs • develop a pool of highly qualified and talented individuals to meet the program's overarching long term strategy and development success • In an ever changing environment, it is crucial that we build a reliable and committed group of talented staff to continue the future of our vision. • Training, coaching, modeling efforts to have buy in and to continue vision of goals established and outlined in this grant **Step 2: ACCESSIBILITY:** Transparent, flexible, diverse, and robust succession management process • Create uncomplicated procedures with a unified approach to ensure consistency across our organization and aligned with district goals for future stability and goals continuance • All decisions are based on data

Step 3: TRANSPARENT: Our succession management process will be as transparent as possible • This will encourage clarity and integrity which in turn will result in better retention of top performers in our school. • communication is open and opportunity for growth is apparent and thriving • Self review of our teams talents and needs will help in the development of ongoing training • placing the right leaders in the right place and continuing the growth of great leadership • Developing an atmosphere of trust, shared culture and vision and engagement

Step 4. DIVERSE: Diversity in programs • Flexibility in scheduling , Differentiation instruction • Meeting the needs of those we serve **Step 5: ROBUST:** We will build leadership capabilities at every level and create a "succession culture: as an integral part of our school fabric. • Intentional and systematic approach to evaluating the health and scope of our leadership is critical to the long. • term goals of continuance of our success **Step 6: ASSESSMENT:** Developing a well designed competency model based on the school's strategic plan is important to the improvement and determination of the success of our implementation • Implementing development/learning strategies (e.g., planned job assignments, formal development, Communities of Practice) Communication planning Determining and applying measures of success **EXECUTION PRIORITY1-** Gain commitment from the TOP to achieve long term value, we must demonstrate significant discipline in top administration to ensure that our long term goals are effective, reliable and that we have commitment from all stakeholders • appoint multiple owners across the organization will ensure the continuance of program if any vacancies or shifts in personnel occur **EXECUTION PRIORITY 2-** Ensure Multiple Owners Across the Organization responsibility for selecting and developing the ownership of the program the buy in and the development of the stakeholders is central to the success of the organization and goals • opportunities for development, training, buy in , opportunities for ownership and collaboration is critical to ensure the future growth of our goals and programs. **EXECUTION PRIORITY 3-** Measure Progress Regularly and systematically
must be monitored, measured, and improved • goals must be established and deadlines created and honored
best practices continually refine and adjust to the needs of their students and fluctuation • utilization of a variety of outcome measure to evaluate the effectiveness of our programs

CCTA is committed to develop a coherent and systematic effort to ensure leadership continuity , accelerate the development of the programs that meet the needs of our students, and improve retention of our teachers and key personnel over the grant period time and beyond. We will enhance the long term stability and success of our organization. The Elements of our proposed project that are designed to significantly increase capacity are as follows:

- Increase Learning time- By creating flexible schedules 4x4 our students can complete one school year of education in one semester
- Students who work or have families can attend day, night school, or weekend school- This option will give students the flexibility of still continuing to work and support their families as well as continue their education
- Offering diverse programs will meet the needs of our populations: GED, Dual credit, AP, AVID, College Prep courses

These programs can exist and be sustained after the grant period ends. It will build our capacity as a school , increase our graduation rate, and even assist our neighboring schools in their own success rate

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-15-107; SAS #191-16   Page 31 of 66
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Elements of our proposed project that are designed to significantly increase capacity are as follows:
- Increase Learning time- By creating flexible schedules 4x4 our students can complete one school year of education in one semester
- Students who work or have families can attend day, night school, or weekend school- This option will give students the flexibility of still continuing to work and support their families as well as continue their education
- Offering diverse programs will meet the needs of our populations: GED, Dual credit, AP, AVID, College Prep courses

These programs can exist and be sustained after the grant period ends. It will build our capacity as a school , increase our graduation rate, and even assist our neighboring schools in their own success rate.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Step 1. DATA DRIVEN DECISIONS Disaggregation & analysis of data: AEIS reports, Demographics, Reading Entrance Levels/ Post Levels, SAT/ACT/PSAT scores, EOC/ TAKS scores, Loss of credits, SPED/ 504, LEP, AT risk indicators, Credit By Exams, AP scores, TSI score (all formative, interim, and summative assessments), Develop PLC, RTI, Attendance, Discipline Committees to oversee the data and create programs that will assist in a systematic plan that will be monitored weekly for success and adjustments, Create a 90 day Action strategy plan/calendar to begin implementing programs , accountability, and timelines , and frameworks Instruction will be data driven, walk -thrus by administration will be weekly, Teacher training will support data and curriculum will be aligned with the needs to improve student success,

Step 2. INCREASE LEARNING TIME / MULTIPLE CLASSROOM OBSERVATIONS/ SHADOWING/ MASTER TEACHER TRAINING
- Longer school day, week, or year schedule to significantly increase the number of school hours to include additional time for a. instruction in core academic subjects, b. enrichment and elective subjects to contribute to the acceleration of student achievement, c. PLC time for teachers to plan and review data d. an aligned summer schedule with neighboring colleges so that we may offer two summer session and dual credit opportunities for our students
  Step 3 Monitoring of program/data collection/establish accountability and adjust school frmawork if necessary

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures for collecting data to inform effectiveness of each of our interventions will be the following.

CALENDARS, TIMELINES/ ACTION STRATEGY PLAN AND ASSIGNED ACCOUNTABILITIES
CCTA will assign an overall grant director/manager/ administrator to oversee the grant requirements and plan with administration activities, strategies, and be the owner and collector of all documentations
a 90 day strategic plan will be implemented and monitored, assignments will be given to lead teachers, and key personnel , review meetings with agendas will be kept
Training agendas, brief summary of trainings, sign in sheets, evaluations of training will be kept and walk thru monitoring documents will be recorded and kept for documentation review/ adjustment.
All conference attended: attendees will be required to return to campus to become trainer of trainers so the entire staff benefits from the information learned.
Powerpoint presentation of training will be developed by those who go to conferences and placed online for entire faculty to review and learn from. A teacher tool box will be established and the school will become a google campus to share online documents, resources, presentations Students will be assessed in reading levels at the beginning of the year, mid year and end yearFaculty will disaggregate the data to evaluate growth of programs After evaluating past scores and data, implementation of programs to strategically target areas of concern both academically, attendance, truancy, drop out, and social concerns. Intermittent evaluation of programs will be assessed and the delivery of instruction and execution of the program will be adjusted accordingly. CCTA will create a symposium of great works happening in the classroom where teachers will be the trainer of trainers in what is working with our students.participation by teachers staff development book reviews and studies by faculty.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

CCTA will assess the effectiveness of program activities and interventions by committing to establish a very systematic and timed monitoring system to review the goals set forth with this grant, the success rate/%, and the adjustability needed to correct any issues that may arise. The following are the people who will be accountable.

Director of Grant / TTIPs
- oversee the entire grant process • work as a liaison between central office and campus • Assist in the timelines, strategies, and procedures for the continuance of the grant. • Budgeting for TTIPS . • Working directly with administration in the development of the 90 day strategic action plan.

Principal
- Providing support and resources. • approving programs, trainings, personnel additions, reviewing strategies, implementing programs, assessing programs, adjusting personnel, evaluating success and adjusting programs as needed. • Budgeting. • Assurance of scheduling . • Delegating to key personnel and holding accountable those who have ownership of grant procedures .

Administration
- collection of teacher lesson plans to show alignment. • participation in walk thrus, plc, and establishing criteria for expectations of curriculum delivery and assessment. • Monitoring established procedures and expectations
- Creating opportunities for teacher development and growth. • Participating in staff development and conferences.

Teacher Leaders/ Committees
- Disaggregating data and aligning school curriculum to meet the needs from data. • Teachers will create an overall action plan and curriculum framework to align teks, differentiation of instruction, identify student indicators and learning styles, and work towards benchmark assessments. • Keeping presentations of staff development and trainer of trainers. • Agendas, Minutes, copies of projects / planning activities. • Assessments.

Problems to be identified and corrected : Project delivery
- Buy in • Communication • Weekly Meetings • Calendars • Timelines/ Timeframes • Follow through and accountability. • Budgets • Deadlines to be met • Central office support • Personnel changes • Transparency • Collaboration • Availability of resources • Guidelines • Expectations • Develop leadership • Key personnel in the right positions • Being able to work proactively vs. reactively • Having plans prepared ahead of time • Thinking outside the box and creatively • Flexibility • Positive attitudes • Ability to grow and improve upon our own professional development • Being on the right bus on the right seat...(ENERGY BUS)

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District maintains a data base of external providers, many of which may be qualified to provide services under this grant program. EPISD adheres to procurement procedures and must follow these guidelines when selecting external providers. Examples of the internal procurement process are reflected in the flow chart shown below.

DIAGRAM TO OBTAIN GOODS
AND SERVICES

NOTE 1: Aggregate purchase amounts will affect your purchase.

NOTE 2: Over $100,000 requires Board Approval.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers selected to participate in the grant program will be carefully monitored as part of the regular program monitoring process. The Project Director will communicate regularly with the contracted provider(s) to ensure that they are following the specifics outlined in the service request/agreement. The Project Director will attempt to resolve disputed services directly with the vendor. If, however, this is not resolved and services are not provided as identified in the appropriate document, the Project Director will work with the District's Purchasing and Legal departments (if applicable) to resolve the issue.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Develop a team for grant implementation: assign duties, norms, expectaions, and accountability.
2.	Collect data, surveys, and scores to disaggregate needs of the campus for implementation.
3.	Develop an action plan for the delivery and process/roll out for grant: timelines, milestones, deadlines, ownership, accountability and data collection model.
4.	Weekly meetings with team and create PLC team leadersip meetings for delivery of information, transparency, input, buy in and expectation.
5.	Create list of resources needed to assist team in implementation procedures: centrol office support, additional personnel, training for grant success
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

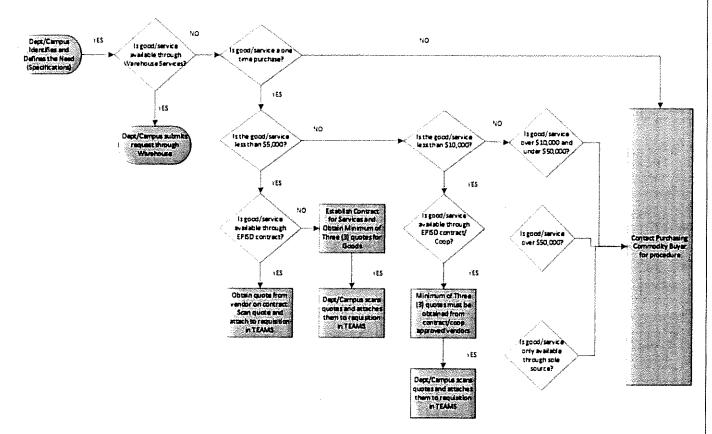| County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCTA at this time have extended school day and flexible scheduling. We offer GED classes day and night, we offer daycare services, PRS services for all teen moms. We offer online credit recovery and original credit at both our Sunland Academy school and CCTA. We have Attendance Intervention Teams, tutorial services and dual credit classes to begin in the Spring of 2015.

Many of the goals that we have committed to as follows are programs that we have had prior to merging and some that exist now. Our efforts to maximize effectiveness of grant funds are to support personnel needed to expand scheduling/school time and open opportunities for more diversity in our current programs to meet the needs of our diverse population of learners.

Efforts will be that we will review the needs of our students, what worked in the past and how we can grow on the programs that exist today. We will collect data, survey our stakeholders, and provide services to maximize the learning opportunities of all students. Our school will be student centered and will facilitate what needs to take place for the good of the student. We will hold a no excuse attitude and our expectations of our staff will be to do whatever it takes to make our school a success. **Goals:**

Increase Academic Performance:
- Data driven instruction • Curriculum alignment (horizontal & vertical) • Ongoing Monitoring of instruction • College Readiness preparation:college readiness skills, study skills, technological skills, 21st century skills and creating dual credit classes for students. • AP classes available to all students through Odysseyware: Available at both campus at CCTA. • Increase graduation rates / GED by providing classes with flexible schedules so student may attend, providing programs such as AVID that will teach the skills needed to successfully transition into college. Students will also have the availability to take dual credit classes and graduate with college credits.

Increase the Use of Quality Data to drive instruction:
- Data disaggregation/training • Data driven decisions • Ongoing communication

Increase Leadership Effectiveness:
- Ongoing job embedded professional development • Operational flexibility • resource / data utilization
- Added administration position • Project management position

Increase Learning Time:
- Flexible scheduling • Instructionally focused calendar • Staff collaborative planning • PLC
- Weekend Instruction opportunities • Mobile Learning • SAT/ACT/TSI prep class opportunities

Increase Parent/ Community Involvement
- increase opportunities for stakeholder input • effective communication • Accessible community services

Improve School Climate:
- Increase attendance Utilizing staff such as Master social workers, AVID instructor, and Focus on families, PBIS, to work with obstacles that may hinder our students from returning to school or continuing their education. • Reduce attendance issues by creating a systematic approach in reviewing attendance, assessing the needs and providing the resources and staff needed to work with the students to overcome these obstacles. • Character/ Social skills and 21st century skills to enhance the marketability our students as they enter the workforce. • Decrease Discipline Referrals (PBIS) • Increase involvement/ co-curricular activities: Time to Talk, Teens in the Driver Seat, Implementation of Leadership group, Focus on Families. • Parent/community participation • Developing stronger communication and transparency with faculty and staff • Implementing highly qualified PLC delivery on campus • Reduce Truancy • Team building staff development

Increase Teacher Quality:
- Locally developed appraisal instruments • Ongoing job embedded professional development • Online Staff training opportunities • Recruitment/Retention strategies

Interventions:
Systematic programs to transition students from Home school, drop out to graduation. • RTI • AVID • Focus on Families • Attendance Intervention Teams • Master Social worker programs • PRS/CEHI programs • Flexible scheduling • Dual Credit • Original Credit through odysseyware • 4x4 scheduling system • Weekend Schooling options • Satellite sites • Mobile sites • PBIS

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Adan Lopez
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 2015

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	NA/
How intent of the original element remains/will be met:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	School effectiveness surveys are filed out by parents and students four times a year. Attendance, discipline, common assessments and state accountability ratings are used to show student growth.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	Texas Principal Evaluation Support System requires principals to meet with the Area Superintendent at the beginning of the year, middle of the year and a summative conference at the end of the year. The principal must bring evidence with them to each meeting of progress toward each [goal] that they have set.
Describe how the evaluation system was developed with teacher and principal involvement:	PTESS and TTESS requires that three goals are set to be met by the end of the school year. Evidence needs to be brought in for each conference to show progress. [Multiple discussions about the progress or lack of progress occurs during the school year].

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The reward that a campus would receive would be the recognition of their efforts throughout the district and state. The tiered system recognizes improvements accomplished and goals that were met.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The teacher that is not meeting the improvements that have been required of them will be sent to staff development, assigned a mentor or will be assigned to observe a master teacher.
Describe the criteria established for educator removal:	The educator will have a conference with the principal to discuss areas that require improvement. If the improvement is not being met, then the educator will be placed on a growth plan.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Students will be given the opportunity to attend Academic Achievers tutoring program before school, lunch, after school, and every Saturday. This tutorial service will allow students to work on online classes, recover credits due to LOC, and be offered EOC/TAKS remediation tutoring.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Attendance issues and enrollment will be reviewed and a RTI tiered intervention program will be established to target the problems why students are not coming to school and correct such issues with social services, flexible scheduling, student incentives, diversity in programs offered and opportunities to gain college credit/ certifications while earning their GED or high school diploma.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Opportunities for PLC development , creating of vertical and horizontal alignment of curriculum. Teachers will work together as Departmental teams to develop an overarching and data driven aligned program that will focus on the needs of our diverse population. Increase Active Learning Leaders.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Teachers will have opportunities for embedded training that is developed from data and will utilize that training to show differentiation in their instruction to meet the learning styles of all their students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Additional LEP/ SPED support at CCTA and Sunland Academy, Night school, and Weekend programs. Training on Stetson and SIOP for all faculty. Adding AVID teacher and college readiness support for students to have skills to be ready for college. Career cruising and adding more dual credits at CCTA . College Visits.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Higher Rigor Daily Instruction. By Utilizing Reading Programs, Writing Programs, CCTA will assess the foundation in which our students enter our school as a basis of where they are at and how we can address their educational needs. We will create programs such as Reading Plus, Writers workshop, Writers collaborative, and strategies from AVID to assist our students growth	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Enhance our Technology to better serve our students. CCTA has 5 labs at the home campus and 3 at Sunland. By increasing updated technology, training, workshops, conferences on how to better utilize it and to offer our PRS students opportunities to continue online courses while on CEHI, our students and staff can work towards gaining 21st century skills. Blended Learning and BYOB district initiative can be enhanced	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Traiining/ Professional Development for Teachers : Research based in all core subjects. Differentiation in instruction, Project based Learning, Kagan collaboration , Robert Marzano strategies, Best Practices, Time Management, Spring board, Learning forward, Webb DOKS, Calla Strategies, SIOP, Madeiline Hunter, Marsha tate workshops, College Board, thematic units, meatcognition skills	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increase teacher quality with book studies based on research	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	opportunities for teacher mentoring , shadowing master teachers, trainer of trainers, and creating a toolbox of resources for teachers to have full access to strategies	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	The utilization of Local assessments for teacher evaluation, walk - thrus, observations, and weekly lesson plan reviews by administration	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Attend Conferences that address the needs of our campus for professional growth, for opportunity to train their colleagues , and to implement knowledge in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Teacher incentives for those who are implementing the model and are achieving results. Hire a campus college readiness coordinator to assist in helping our student sprepare for college: apply tecxas, fafsa, college visits, and work go center.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Model school visits to shadow and bring back initiatives and programs that will work at CCTA	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Additional administrator and Grant director to ensure the success and roll out of grant initiatives.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Embedded research based professional development/conferences to cover but not limited to increase rigor of curriculum, address truancy drop out prevention, attendance issues, credit recovery, dual credit implementation, Alternative Education Model trainings, Model school conferences, data disaggregation and data interpretation	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Principal and administration incentives for implementing grant and showing success of program initiatives	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Principal and model school at San Juan visits, development of networking with site school and CCTA	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Opportunities for Administration to develop close ties to local colleges and network with local workforce solutions, AVANCE, health clinics to provide services to our student	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Data disaggregation training and item analysis such as Margaret Kilgo , EOC/ TAKS/ GED data interpretation training and how to utilize this data to implement programs and improve teachers understanding of students educational needs so instruction can be differentiated	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	TSI testing PSAT, SAT, ACT, opportunities for students on campus (waived) and use the data to show student growth	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide teachers with training that show them how to use student assessment data (individual and group) to make quality informed curriculum and instructional decisions to improve student achievement	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Creation and implementation of local benchmark assessment that will drive instruction on campus	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Review the success rate of student Credit by Exam scores, and AP enrollment and AP results	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Flexible Scheduling will assist students by giving them the opportunity to continue their education and not allowing any outside responsibilities interfere with their education. CCTA will have a 4x4 schedule, offer a 0 period and a 5th period, include night school and Saturday day school program. Online courses, face to face, dual credits, electives, AP courses, AVID courses, and college Prep courses will be available during these time.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Hire additional personnel to implement the 4 x 4 scheduling system and weekend school, night school, satellite instruction and mobile instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Staff collaborative planning (PLC) time for teachers to look at data, review goals and share interventions for student success (afterschool) (embedded in schedule) weekend	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Operation flexibility to allow administrators the operational flexibility that will allow them to use strategies to improve student achievement, to include time schedules, budgets, and flexible scheduling.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Summer access to include 2 summer school programs that can be aligned with EPCC so that students can gain more credits over the summer and dual credits with our partnership with EPCC.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Enrichment Summer Program for students to include college readiness skills, increased exposure to career related opportunities.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	CCTA has the opportunity to open citizenship classes, english learning classes, and computer literacy classes to the community during our night school shift. since we are a commuter school parents who drop off students can also stay and gain useful and productive knowledge and skills to enhance their lives.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	providing live feed of meetings, teacher conferencing, ARC , open house activities for commuter parents who may not be able to attend due to work , lack of transportation and family. CCTA can develop skyping , facetime, facebook, and twitter uploads to continuously communicate effectively with our parents and community.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	college visits with parents and providing bus transportation on weekend so that they can be engaged in the post secondary experience with their children	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	provide child care and transportation opportunities / bus cards for parents who want to come to activities but cannot due to these obstacles	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Enhance and input opportunities by seeking input from alternative sources in our community : non profit community organizations that can provide insight to other barriers impacting student achievement. This also includes increasing parental involvement and input in their child's success (Teen truth presentations/ center for domestic violence presentations)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Continuance of teacher / parent logs	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Provide students/ parents and their families access to services that address psychosocial barriers impacting success. community bulletin board will address the various community agencies and the assistance each provides and will maintained on a weekly basis	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071-902	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Developing a character Program such a PBIS, we will create a campus wide program to establish norms, high expectations and character building to decrease discipline referrals and thusly enhance the education of our students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	creating a partnership with Focus on Families, CCTA will help serve the emotional social needs of our students by giving them resources, professional staff connections to assist them so that they make continue to focus on their education and goals.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Academic and Social incentives for our students short term and long term (attendance incentives, academic incentives, lowered discipline referral celebrations, celebrations of success,graduation incentives, bonding time with faculty)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase student involvement in extra-co-curricular activities such as Mothers conference, teen in the driver seat, time to talk, leadership / pals	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Additional personnel to address and improve dropout recovery efforts and leavers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide trainings on classroom and behavioral management for all campus stakeholders	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Provide a college atmosphere at campus by creating a college union with laptop stations, seating area, social and academic atmosphere to improve student retention and provide a place for student /teacher bonding during closed campus time.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 071-902	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☐	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☒	☐	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☒
B10	Provide a parent/family center	☐	☐	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 071-902	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071-902	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☒	☒
E02	Provide program materials/information in Braille	☒	☒	☒

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071-902	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☒
E04	Provide program materials/information on tape	☐	☐	☒
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☒	☒
F02	Provide interpreters at program activities	☒	☒	☒
F03	Provide captioned video material	☒	☒	☒
F04	Provide program materials and information in visual format	☒	☒	☒
F05	Use communication technology, such as TDD/relay	☒	☒	☒
F06	Provide staff development on effective teaching strategies for hearing impairment	☒	☒	☒
F07	Provide training for parents	☒	☒	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☒	☒
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071-902	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☒	☒	☒
J02	Ensure all physical structures are accessible	☒	☒	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071-902	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 071-902	Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: